

United States warded off the final struggle between the confederacy notion and the truly national for nearly a century; and Canada, from all appearances, had better take even longer time, if the Canadian nation forming is to be permanent when it does come. But we can, at least, have the connecting link in educational affairs which they have in the United States. We can have a central advisory sub-department at Ottawa, which, without any direct administrative function, shall be the exponent of the nation that is to be, while allowing the commonwealth of each province to manage its own affairs in the matter of education as

it may seem fit, always keeping, of course, to the logical aspect of affairs.

If we can but secure as an exponent of a North American nation, this element in the national development, we will do much to co-ordinate the commonwealth or provincial sympathies, until they come to see in the suggestions in favor of educational reform, suggestions in favor of national aggrandisement. What we want in Canada is faith in our own, and how will we find our own but through the light which education sheds on the patriotic and moral?

THE TEACHING OF LITERATURE.*

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THE first requisite to success in the teaching of English literature is an earnest, enthusiastic teacher; the second requisite is an earnest, enthusiastic teacher; the third requisite is an earnest, enthusiastic teacher. He must be full of his subject—full of knowledge of it, full of sympathy with it, if he would be full of power in teaching it. How can he lead others if he himself be blind? How inspire others if he himself lack fervor?

In dealing with any prescribed work in literature, the teacher requires two kinds of knowledge, special and general. The special knowledge is to be gained by a careful study of the piece, assisted at need by annotations. But knowledge of notes is not knowledge of literature, and is valuable to the teacher only in so far as it increases his enthusiasm and inspiring power. A mere knowledge of subject matter

may serve to cram pupils for examination, and so gain for the teacher a spurious reputation for success, but it will not suffice to enable him to interest the pupil in literature, to refine and uplift him to higher levels of thought and feeling, which alone is true success in teaching literature.

The acquisition of the general and technical knowledge of his subject required by the teacher of literature is a much more difficult matter. There is no lack of text-books on rhetoric, but many of them are the work of superficial observers or incompetent compilers. Few writers have gone to the root of the matter, and any book to be of real value in this subject must be scientific not dogmatic. It must be based on psychological principles, on a scientific knowledge of the nature and operations of the human mind, and of the various successful modes of

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